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ABSTRACT

With developments such as the overcrowding of universities and the student revolt of the 1960s, traditional ideals of German higher education based on the ideas of W. Von Humboldt, were reassessed. Concepts which had once been inspirational in the Humboltian ideal had become perverted. In the post-war period a reform tradition was pioneered by state education authorities, setting the stage for new comprehensive models, more appropriate to an age of mass education. This movement toward comprehensiveness involved different types of institutions, at and below university level, merging as a means of introducing greater flexibility within existing structures, promoting social and regional equality, and stimulating curricular innovation. The achievements of this movement have included the integrated degree courses, a commitment to the theory-practice link, increased access to higher education, and promotion of applied and vocational studies. However, attendant difficulties inherent in the nature of the larger society such as the rise of neo-conservatism and the attendant emphasis on market forces on the university have prevented the comprehensive universities from becoming the means of transforming the German system as a whole. (Includes approximately 300 references.) (JB)

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